

**DATED MATERIAL - OPEN IMMEDIATELY**  
**Closing Date: November 5, 2001**

***Grant Application***  
***for the***  
**BUSINESS AND INTERNATIONAL**  
**EDUCATION PROGRAM**

CFDA No. 84.153  
OMB No. 1840-0068  
Expiration Date: 06/30/2004



**International Education and Graduate Programs Service**  
**U.S. Department of Education**  
**Washington, D.C. 20006-8521**

## BUSINESS AND INTERNATIONAL EDUCATION PROGRAM TABLE OF CONTENTS

Dear Applicant Letter .....	A
Introduction .....	B 1 – B 2
Application Instructions and Forms .....	C 1 – C 22
• SF 424 and Instructions (Application for Federal Assistance)	
• ED Form 524 and Instructions (Budget Information)	
• Supplementary Budget Information	
• Program Narrative Instructions	
• Assurances – Non-Construction Programs	
• Certifications Regarding Lobbying; Debarment, Suspension and Other	
• Responsibility Matters; and Drug-Free Workplace Requirements	
• Certifications Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions	
<b>Application Transmittal Instructions .....</b>	<b>C 23</b>
Technical Review Forms.....	D 1 – D 8
The Government Performance and Results Act (GPRA).....	E 1
Other Important Information and Notices.....	F 1 – F – 8
• Executive Order 12372	
• State Single Point of Contact List	
• Important Notice of Prospective Participants in U.S.	
• Department of Education Contact and Grants Programs	
• Section 427 of the General Education Provisions Act (GEPA)	
Legal and Regulatory Documents.....	G 1– G 8
• Application Notice	
• Regulations	
• Statute	
Application Checklist. . . . .	H 1

August 2001

Dear Applicant:

Thank you for your interest in the **Business and International Education (BIE)** program. Included in this application booklet are the program introduction, instructions and forms needed to submit a complete application package to the U.S. Department of Education.

The BIE program provides grants up to 24 months to institutions of higher education to internationalize the business curriculum and to conduct outreach activities that will assist the local business community in competing in the global arena. Eligible applicants are U.S. institutions of higher education that enter into agreements with trade associations or organizations to carry out the project activities. All eligible applicants must match fifty-percent of the total project cost.

A program officer is available to provide technical assistance if you have any questions after reviewing the application booklet. Please refer to the introduction that follows for the name and telephone number of the contact person.

As a result of frequent requests, we have included in this application booklet the technical review forms used to evaluate your application.

We look forward to receiving your application and appreciate your efforts to promote excellence in international education.

Best regards,

Maureen A. McLaughlin  
Deputy Assistant Secretary for  
Policy, Planning and Innovation  
Office of Postsecondary Education

## **INTRODUCTION**

### **BUSINESS AND INTERNATIONAL EDUCATION PROGRAM**

#### **AUTHORIZATION**

Title VIB of the Higher Education Act of 1965 as amended of 1992.  
Program regulations are in 34 CFR Parts 655 and 661.

#### **PURPOSE**

To increase and promote the Nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for U.S. business personnel in various stages of professional development; and to promote institutional and noninstitutional education and training activities that will contribute to the ability of United States business to prosper in an international economy.

#### **ELIGIBLE APPLICANTS**

Institutions of higher education that have entered into agreements with U.S. business enterprises, trade organizations, or associations engaged in international economic activity.

#### **KEY DATES**

##### **Closing date: November 5, 2001**

Anticipated award date: March 27, 2001 (note: the award date is anticipated only; the U.S. Department of Education is not bound by anticipated dates of award.)

#### **CONTACT PERSON (S)**

Tanyelle H. Richardson, Program Officer  
phone: 202-502-7626 or 202-502-7700; fax: 202-502-7859/7860; e-mail:  
tanyelle\_richardson@ed.gov  
and visit the BIE web page: [www.docp.wright.edu/bie](http://www.docp.wright.edu/bie)

### **PROGRAM DESCRIPTION / ACTIVITIES FUNDED UNDER THIS PROGRAM**

**AUTHORIZED ACTIVITIES.** -Eligible activities to be conducted by institutions of higher education under this section shall include,

- (1) innovation and improvement in international education curricula to serve the needs of the business community, including development of new programs for nontraditional, mid-career, or part-time students;
- (2) development of programs to inform the public of increasing international economic interdependence and the role of American business within the international economic system;
- (3) internationalization of curricula at the junior and community college level, and at undergraduate and graduate schools of business;
- (4) development of areas studies programs and interdisciplinary international programs;

- (5) establishment of export education programs through cooperative arrangements with regional and world trade centers and councils, and with bilateral and multilateral trade associations;
- (6) research for and development of specialized teaching materials, including language materials, and facilities appropriate to business-oriented students;
- (7) establishment of student and faculty fellowships and internships for training and education in international business activities;
- (8) development of opportunities for junior business and other professional school faculty to acquire or strengthen international skills and perspectives;
- (9) development of research programs on issues of common interest to institutions of higher education and private sector organizations and associations engaged in or promoting international economic activity;
- (10) the establishment of internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies.
- (11) the establishment of linkages overseas with institutions of higher education and organizations that contribute to the educational objectives of this section; and
- (12) summer institutes in international business, foreign area and other international studies designed to carry out the purposes of this section.

### **EXPECTED FUNDING LEVELS**

**Amounts are anticipated only; the U. S. Department of Education is not bound by the estimates given below:**

- \* Total amount available for Fiscal Year 2001: \$4,300,000
- \* Approximately \$ 2,124,610 is expected to support 28 non-competing continuation awards.
- \* Approximately \$ 2,000,000 is expected to be available to support 27 new awards.
- \* Anticipated average award: \$ 77,138
- \* Funding range: \$50,000 to \$95,000

### **LIMITATIONS ON USE OF FUNDS / COST-SHARING REQUIREMENTS**

The applicant must contribute 50% of the total project cost. Thus, if an applicant requests \$80,000 from the federal government, the applicant must contribute \$80,000 of institutional funds to the project. The matching requirement may be cash or in-kind contributions.

### **D-U-N-S NUMBER**

You may obtain a D-U-N-S Number at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number request form. The form can be obtained via the internet at the following URL <http://www.dnb.com/dbis/aboutdb/intlduns.htm>. Duns & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies worldwide.

**See link on Web application page for the Application for Federal Education Assistance, ED 424 and Instructions at [www.ed.gov/offices/OPE/HEP/iegps/bieapp.html](http://www.ed.gov/offices/OPE/HEP/iegps/bieapp.html)**

**See link on Web application page for Budget Information, ED Form 524 and Instructions at [www.ed.gov/offices/OPE/HEP/iegps/bieapp.html](http://www.ed.gov/offices/OPE/HEP/iegps/bieapp.html)**

## **SUPPLEMENTARY BUDGET INFORMATION**

On line 10, Section A and Section B of Standard Form 524, eight percent is preprinted. Under section 75.562 of the Education Department General Administrative Regulations (EDGAR), the Secretary approves an indirect cost rate for an educational training project of eight percent of the total direct costs of the project.

Applicants are requested to provide an itemized budget, showing both Federal and non-Federal contributions, for each year for which funding is requested.

## **REQUIREMENTS OF THE STATUTE**

### **1. The Assurance**

In accordance with the requirements of the statute, each funded project shall both enhance the international academic program of the institution and provide appropriate services to the business community which will expand its capacity to engage in commerce abroad.

A statement should be included at the end of the application narrative assuring that the institution of higher education will use the assistance provided under this part to supplement and not to supplant activities conducted by the grantee institution.

### **2. The Agreement**

The authorizing statute requires that each application be accompanied by a copy of an "Agreement" entered into by the institution of higher education with a business enterprise, trade organization or association engaged in international economic activity, or a combination or consortium of such enterprises, organizations, or association, for the purposes of establishing, developing, improving, or expanding activities eligible for assistance under Section 613 (b) of the statute.

Include copy(ies) of the "Agreement(s), signed by all parties to the "Agreement(s)" with this section of the application. The content of the "Agreement(s)" should provide sufficient detail to show how the assistance, (e.g. technical or monetary assistance) furthers the establishment, improvement or expansion of the eligible activities, and should describe the responsibilities incumbent upon each party to the Agreement(s)".

## **PERFORMANCE REPORTS**

The grantee must submit a annual performance report in accordance with EDGAR 75.118 to be eligible to receive funding for the second year of their project period. The performance report should include the most current performance and financial expenditure information to date. If a recipient fails to submit a performance report that meets the requirements of 34 CFR 74.82, 75.590, 75.720 and 80.40, the Secretary may deny continued funding for the grant.

## **AMENDMENTS**

For request for changes or amendments, explain the reason for the change(s). If the scope or objectives have changed or an extension of time is necessary, explain the circumstances and justify. (EDGAR - Subpart L)

## **PROGRAM NARRATIVE**

### **NEW APPLICATIONS**

**Provide a one page abstract of the proposed project.** Include information on the principal parties to your "Agreement(s)," (see item 2.b, below), and on the activities which will be carried out under the terms of the "Agreement(s)."

Prepare the narrative statement in accordance with instructions in this Part. These Instructions follow the order of the evaluative criteria which will be used by the review panelists to evaluate your application. To help them better understand the relationship between the mission of the applicant institution and the purposes of the statute, begin the narrative with a statement which describes how the project will relate to that mission. Provide a plan of operation for each year for which funding is requested. All information required by the regulations governing the program (found in Section F of this application package) should be included. The program narrative should not exceed forty (40) double spaced pages. Supporting materials may be appended.

**1. Extent of Need for the Project. (Maximum 20 points)**

- a. Describes how the needs outlined in Section 611 are addressed by the project.
- b. Describe how those needs were identified.
- c. Describe how your plans for institutional development and for linkages with the business community meet those needs.
- d. Describe the benefits to be gained by meeting those needs.

**2. Plan of Operation. (Maximum 30 points)**

- a. Describe how the objectives of the project will be accomplished, and how these activities, and the activities provided for under the "Agreement" relate to the purposes of Title VI, Part B.
- b. Describe the design of the project, and the activities that will be carried on, a week to week or month to month basis for each year for which funding is requested. All activities, including those provided for in the "Agreement," should be included.
- c. Describe how your plans for management of the project will ensure its proper and efficient administration. Include in the description the provisions for managing the activities which are provided for in the "Agreement."
- d. Describe the ways the resources and personnel will be used to support the objectives of the project, including those which may be provided for in the "Agreement."



- e. Describe how the project will provide equal access and treatment for eligible project participants who are members of racial or ethnic minority groups, women, handicapped persons, and the elderly.

3. **Quality of Key Personnel. (Maximum 10 points)**

- a. Describe the project director's education, experience and other qualifications. Show the percent of full-time effort which will be spent on the project.
- b. Describe the other key personnel's education, experience and other qualifications. Show the percent of full-time effort which will be spent on the project.

**NOTE: Briefly describe the staff under a. and b., above. As Appendix A to the Application, provide standard academic resumes of the staff, not to exceed 3 pages per person.**

- c. Show, as part of the institution's non-discriminatory employment practices, how applications for employment from underrepresented groups (e.g., members of racial and ethnic groups, women, handicapped persons, and the elderly) will be encouraged.

4. **Budget and Cost Effectiveness. (Maximum 15 points)**

- a. Provide a detailed breakout of all project costs for each year for which Federal funding is requested. Show both the Federal and the required 50 percent non-Federal match. Explain how these costs support the project activities.
- b. Discuss the project's cost effectiveness and show the relationship between the cost of the project and the project's objectives.

5. **Plan of Evaluation. (Maximum 15 points)**

- a. Provide a plan for evaluating the effectiveness of the project.
- b. Indicate the criteria to be used to evaluate the results of the project.
- c. Describe the kinds of data to be collected and analyzed. Will this provide an evaluation that is objective, and quantifiable?
- d. Explain the methodology that will be used to determine if the needs for which the project is designed are being met.

6. **Adequacy of Resources. (Maximum 10 points)**

Show that the facilities, equipment, supplies and other resources, including those identified by parties to the "Agreement," are adequate to carry out the activities of the project.

Describe the sources and kinds of matching resources which will provide the percent of the non-Federal share of the costs for the project.

**See links on the Web application page for these forms at [www.ed.gov/offices/OPE/HEP/iegps/bieapp.html](http://www.ed.gov/offices/OPE/HEP/iegps/bieapp.html)**

- **Assurances (Non-Construction)**
- **Certifications Regarding Lobbying, Debarment, etc.**
- **Certification Regarding Debarment, Suspension, etc.**
- **Disclosure of Lobbying Activities**

### **Application Transmittal Instructions**

An application for an award must be mailed or hand delivered by the closing date.

#### **Applications Delivered by Mail**

An application sent by mail must be addressed to:

**U.S. Department of Education  
Application Control Center  
Attention: CFDA Number 84.153  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4725**

An Application must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first class mail.

Each late applicant will be notified that its application will not be considered.

#### **Applications delivered by Hand/Courier Service**

An application that is hand delivered must be taken to:

**U.S. Department of Education  
Application Control Center  
Room 3633  
Regional Office Building 3  
7th & D Streets, S.W.  
Washington, D.C. 20202-4725**

The Application Control Center will accept deliveries between 8:00 a.m. and 4:30 p.m. (Washington, D.C.) daily, except Saturdays, Sundays and Federal holidays.

Individuals delivering applications must use the D Street entrance. Proper identification is necessary to enter the building.

In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

**B/IE Technical Review Form**

NAME OF APPLICANT:

Page

PR Number **P153A** \_\_\_\_\_  
APPLICATION NUMBER  
**P 153A****Part I – CRITERIA PROFILE**

<b>CRITERIA</b>	<b>MAXIMUM POINTS</b>	<b>POINTS ASSIGNED</b>
1. Extent of Need for the Project	20	
2. Plan of Operation	30	
3. Quality of Key Personnel	10	
4. Budget & Cost Effectiveness	15	
5. Evaluation Plan	15	
6. Adequacy of Resources	10	
<b>TOTAL POINTS</b>	<b>100</b>	

**Part II - SUMMARY**

COMMENTS: (please provide at least four statements):

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**CONTINUATION of Part II - SUMMARY**

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**1. EXTENT OF NEED FOR THE PROJECT**

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(Maximum 20 points)

- a. How well does this project meet the needs outlined in 611 of the statute?
- b. Are the needs clearly defined? How did the applicant identify those needs?
- c. Does the applicant purpose to meet those needs by improving the institution's international academic program and by developing appropriate linkages with the business community?
- d. How appropriate are the results of the proposed project in meeting the purpose of Title VI, part B?

<b>NOT ADDRESSED 0 Points</b>	<b>INADEQUATE 1-6 Points</b>	<b>ADEQUATE 7-13 Points</b>	<b>GOOD TO EXCELLENT 14-20 Points</b>	<b>POINTS AWARDED</b> _____
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*Please provide a justification for the points awarded based on STRENGTHS and WEAKNESSES:*

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**2. PLAN OF OPERATION**

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(Maximum 30 points)

- a. To what extent do the objectives of the project, and the anticipated results, relate to the purpose of Title VI, part B?
- b. How effective is the plan of management? To what extent will it ensure proper and effective administration of the project, and result in achieving the project's objectives?
- c. How effective and appropriate are the provisions of the "Agreement"?
- d. Does the applicant plan to use its resources and personnel, and the resources and contributions provided for under the "Agreement", in an effective way to achieve programmatic goals?
- e. Are the proposed linkages with the business community, including those provided for the "Agreement", designed to accomplish the objectives of Title VI, part B?
- f. To what extent will the applicant provide equal access the treatment for members of racial and ethnic minorities, women, persons with disabilities, and the elderly?

NOT ADDRESSED 0 Points	INADEQUATE 1-10 Points	ADEQUATE 11-20 Points	GOOD TO EXCELLENT 21-30 Points	POINTS AWARDED _____
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*Please provide a justification for the points awarded based on STRENGTHS and WEAKNESSES:*



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### 3. QUALITY OF THE MANAGEMENT PLAN (Maximum 10 points)

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- a. Are the experience and qualifications of the project director adequate?
- b. Are the experience and qualifications of other personnel and teaching staff adequate?
- c. Is the amount of time that each of the key persons, referred to in (a) and (b), and the plans to commit to the project adequate?
- d. To what extent does the applicant, as part of its non-discriminatory employment practices, encourage applications for employment from members of groups (e.g., members of racial and ethnic minorities, women, persons with disabilities, and the elderly) that have been traditionally under-represented?

NOT ADDRESSED 0 Points	INADEQUATE 1-3 Points	ADEQUATE 4-6 Points	GOOD TO EXCELLENT 7-10 Points	POINTS AWARDED _____
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*Please provide a justification for the points awarded based on STRENGTHS and WEAKNESSES:*

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**4. BUDGET AND COST EFFECTIVENESS**

(Maximum 15

points)

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- a. Is the budget adequate to support the project?
- b. Are the costs reasonable in relation to the objectives of the project?

NOT ADDRESSED 0 Points	INADEQUATE 1-5 Points	ADEQUATE 6-10 Points	GOOD TO EXCELLENT 11-15 Points	POINTS AWARDED _____
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*Please provide a justification for the points awarded based on STRENGTHS and WEAKNESSES:*

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**5. PLAN OF EVALUATION**

(Maximum 15 points)

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- a. How appropriate and adequate are the provisions for evaluating the effectiveness of the project?
- b. Are the criteria adequate to evaluate the results of the project?
- c. Will the evaluation be objective, and will it produce data that is quantifiable?
- d. Is the methodology adequate to determine if the needs for which the project is designed are being met?

NOT ADDRESSED 0 Points	INADEQUATE 1-5 Points	ADEQUATE 6-10 Points	GOOD TO EXCELLENT 11-15 Points	POINTS AWARDED _____
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*Please provide a justification for the points awarded based on STRENGTHS and WEAKNESSES:*

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**6. ADEQUACY OF RESOURCES**

(Maximum 10 points)

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- a. Do the applicant and the parties to the "Agreement" plan to devote adequate resources to the project as evidenced by the type of facilities, equipment, supplies, and other resources described in the application?
- b. Are the sources and kinds of matching resources, which provide the 50 percent of the non-Federal share of the project costs, adequate and appropriate?

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NOT ADDRESSED 0 Points	INADEQUATE 1-3 Points	ADEQUATE 4-6 Points	GOOD TO EXCELLENT 7-10 Points	POINTS AWARDED _____
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*Please provide a justification for the points awarded based on STRENGTHS and WEAKNESSES:*

**Notice to Applicants:**  
**The Government Performance and Results Act (GPRA)**

**What is GPRA?**

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

**How has the Department of Education Responded to the GPRA Requirements?**

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

- Goal 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship; further learning, and productive employment.*
- Goal 2: Build a solid foundation for learning all children.*
- Goal 3: Ensure access to postsecondary education and lifelong learning.*
- Goal 4: Make the Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.*

The performance indicators for the International Education Programs are part of the Department's plan for meeting Goal 3: Ensure access to postsecondary education and lifelong learning.

**What are the Performance Indicators for the International Education Programs?**

The Department's specific goal for the International Education Programs is "to meet the nation's security and economic needs through the development of a national capacity in foreign language, area, and international studies." The objective and performance indicators are as follows:

- 1. Maintain a U.S. higher education system able to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of the U.S. government, academic and business institutions.**
  - (1.1) Title VI supported institutions provide most of the instruction in less commonly taught languages.
  - (1.2) Percentage of graduates of Title VI supported programs report that they found employment that utilize their language and area skills.

## **Appendix**

### **Intergovernmental Review of Federal Programs**

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# 153A, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102).

Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice. PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION.

**DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.**

**See link on the Web application page for the list of State  
Single Points of Contact at**

**[www.ed.gov/offices/OPE/HEP/iegps/bieapp.html](http://www.ed.gov/offices/OPE/HEP/iegps/bieapp.html)**

## **IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS**

### **GRANTS**

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that

**Failure to meet a deadline will mean that an applicant will be rejected  
without any consideration whatever.**

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, D.C. 20202-4725

### **CONTRACTS**

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulations and implementing ED Procurement Regulations.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracting Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulations is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.



**GUIDANCE ON SECTION 427 OF GEPA**

The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Provisions Act (GEPA) that will apply to applicants for new grant awards under Department programs. This provision is section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new discretionary grant awards under the Graduate Assistance in Areas of National Need program. All applicants must include information in their applications to address this new provision in order to receive funding.

**What Does This Provision Require?**

Section 427 requires that each institution applying for funds to include in its application a description of the steps the applicant proposes to take to ensure, for students, teachers, and other beneficiaries with special needs, equitable access to and participation in its Federally-assisted program.

This Section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**How Might an Applicant Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project servicing, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### **Estimated Burden Statement \***

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington, DC 20202-4651.

\* This burden statement applies only to GEPA section and not to the application.

**SEE LINK ON WEB APPLICATION PAGE TO THE FEDERAL REGISTER  
NOTICE AND EDGAR AT  
[www.ed.gov/offices/OPE/HEP/iegps/bieapp.html](http://www.ed.gov/offices/OPE/HEP/iegps/bieapp.html). THESE  
SECTIONS OF EDGAR 655 APPLY :**

**655.1**

**655.3**

**655.4**

**655.10**

**655.30**

**655.31**

**655.34**

**655.40**

**Section 661 – Business and International Education Program**

# **TITLE VI OF THE HIGHER EDUCATION ACT**

## **Part B-BUSINESS AND INTERNATIONAL EDUCATION PROGRAMS**

### **FINDINGS AND PURPOSES**

#### **Sec.611 (a) The Congress finds that-**

- (1) the future economic welfare of the United States will depend substantially on increasing international skills in the business community and creating an awareness among the American public of the internationalization of our economy;
- (2) concerted efforts are necessary to engage business schools, language and area study programs, public and private sector organizations, and United States business in a mutually productive relationship which benefits the Nation's future economic interest;
- (3) few linkages presently exist between the manpower and information needs of United States business and the international education, language training and research capacities of institutions of higher education in the United States, and public and private organizations; and
- (4) organizations such as world trade councils, world trade clubs, chambers of commerce and State departments of commerce are not adequately used to link universities and business for joint venture exploration and program development.

#### **(b) It is the purpose of this part-**

- (1) to enhance the broad objective of this Act by increasing and promoting the Nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development; and
- (2) to promote institutional and noninstitutional educational and training activities that will contribute to the ability of United States business to prosper in an international economy.

### **SEC. 613 EDUCATION AND TRAINING PROGRAMS**

**(a) PROGRAM AUTHORIZED.**-The Secretary shall make grants to, and enter into contracts with, institutions of higher education to pay the Federal share of the cost of programs designed to promote linkages between such institutions and the American business community engaged in international economic activity. Each program assisted under this part shall both enhance the international academic programs of institutions of higher education and provide appropriate services to the business community which will expand its capacity to engage in commerce abroad.

**(b) AUTHORIZED ACTIVITIES.**-Eligible activities to be conducted by institutions of higher education under this section shall include,

- (1) innovation and improvement in international education curricula to serve the needs of the business community, including development of new programs for nontraditional, mid-career, or part-time students;

(2) development of programs to inform the public of increasing international economic interdependence and the role of American business within the international economic system;

(3) internationalization of curricula at the junior and community college level, and at undergraduate and graduate schools of business;

(4) development of areas studies programs and interdisciplinary international programs;

(5) establishment of export education programs through cooperative arrangements with regional and world trade centers and councils, and with bilateral and multilateral trade associations;

(6) research for and development of specialized teaching materials, including language materials, and facilities appropriate to business-oriented students;

(7) establishment of student and faculty fellowships and internships for training and education in international business activities;

(8) development of opportunities for junior business and other professional school faculty to acquire or strengthen international skills and perspectives;

(9) development of research programs on issues of common interest to institutions of higher education and private sector organizations and associations engaged in or promoting international economic activity;

(10) the establishment of internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies.

(11) the establishment of linkages overseas with institutions of higher education and organizations that contribute to the educational objectives of this section; and

(12) summer institutes in international business, foreign area and other international studies designed to carry out the purposes of this section.

**(c) APPLICANTS.**-No grant may be made and no contact may be entered into under the provisions of this part unless an institution of higher education submits an application at such time and in such manner as the Secretary may reasonably require. Each such application shall be accompanied by a copy of the agreement entered into by the institution of higher education with a business enterprise, trade organization or association engaged in international economic activity, or a combination or consortium of such enterprises, organizations or associations, for the purpose of establishing, developing, improving or expanding activities eligible for assistance under subsection (b) of this section. Each such application shall contain assurances that the institution of higher education will use the assistance provided under this part to supplement and not to supplant activities conducted by institutions of higher education described in subsection (b).

**(d) FEDERAL SHARE.**-The Federal share under this part for each fiscal year shall not exceed 50 per centum of the cost of such program.

## CHECKLIST FOR APPLICATION PACKAGE

Your application must include the following items:

- ☐ Cover page (Standard Form 424 with an original signature of the applicant's authorizing official)
- ☐ Budget form (ED 524)
- ☐ Budget narrative
- ☐ Application narrative
- ☐ Signed "Agreement(s)" entered into by the institution of higher education with a business enterprise, trade organization or association engaged in international economic activity.
- ☐ Assurances and certifications (as needed)
- ☐ A copy of the application submitted to the State Single Point of Contact, if required?
- ☐ If available, a copy of the application on diskette and specify the format?

### **Remember:**

- ☐ Submit at least one original and 2 copies of the completed application to the Application Control Center in accordance with the application transmittal instructions.
- ☐ One copy of all federal forms must carry an original signature.
- ☐ The application must be postmarked **by November 5 , 2001.**